

**DEPARTMENT OF SOCIAL SERVICES**

744 P Street, Sacramento, California 95814



December 13, 1999

ALL-COUNTY LETTER 99-105

TO: ALL COUNTY WELFARE DIRECTORS  
ALL COUNTY FISCAL OFFICERS  
ALL COUNTY INDEPENDENT LIVING PROGRAM COORDINATORS

REASON FOR THIS TRANSMITTAL

- ☐ State Law Change
- ☐ Federal Law or Regulation Change
- ☐ Court Order
- ☐ Clarification Requested by One or More Counties
- ☒ Initiated by CDSS

SUBJECT: INDEPENDENT LIVING PROGRAM (ILP) ANNUAL NARRATIVE REPORT

The purpose of this letter is to provide information regarding the completion and submission of the enclosed ILP Annual Narrative Report for Fiscal Year (FY) 1998/99. In previous years the ILP narrative report was submitted with the ILP Annual Statistical Report (SOC 405A). As reported in All County Letter 99-83, dated October 6, 1999, the FY 1998/99 narrative report for ILP is hereby submitted with the newly revised format.

To assist in meeting federal reporting requirements, counties are asked to provide the following:

- 1) A summary or overview of the ILP program in your county including, but not limited to, current program status and collaborative activities with local community agencies. Include program successes, challenges, unresolved issues, and special events, activities (i.e., graduation).
- 2) Describe the collaborative efforts with a community college in order to reach more youth.
- 3) A thorough description of the services and activities for each question listed on the attachment.
- 4) Using quantifiable data from the SOC 405A and any other data sources, indicate progress towards meeting program objectives. For example, if a goal of your county ILP is to employ 50% of the youth, use data from the SOC 405A to quantify your progress in meeting this program goal.
- 5) Specific budget detail reflecting ILP expenditures for the reporting period.

- 6) Counties with a California Department of Social Services-approved Transitional Housing Placement Program (THPP) are asked to provide information regarding their program under Part II (F), THPP.

Please submit the narrative report for FY 1998/99 to Ms. Sonya St. Mary, no later than January 21, 2000, at the following address:

Sonya St. Mary  
California Department of Social Services  
Foster Care Branch  
Placement Resources Unit  
744 P Street, M.S. 19-70  
Sacramento, CA 95814

Counties are reminded that the ILP data for FY 1999/2000 must be kept manually and reported in hard copy until further notice. In addition, counties should be prepared to report on progress made in implementing ILP Competencies in next year's annual report.

If you have any questions regarding this report, please contact Ms. Sonya St. Mary of the Placement Resources Unit at (916) 445-7001.

Sincerely,

**Original Signed on 12/13/99**  
**By Wesley A. Beers**

WESLEY A. BEERS, Acting Deputy Director  
Children and Family Services Division

Enclosure

**INDEPENDENT LIVING PROGRAM (ILP)  
ANNUAL YEAR END REPORT  
FISCAL YEAR 1998/1999**

**County**\_\_\_\_\_

**Name of ILP Coordinator**\_\_\_\_\_

**Address**\_\_\_\_\_

**Phone Number (    )**\_\_\_\_\_

**E-mail Address**\_\_\_\_\_

**PART I: PROGRAM DESCRIPTION**

Please provide a detailed narrative to describe your program. Data from the SOC 405A should be used whenever appropriate to describe any significant successes towards meeting major program goals. Provide information regarding any program enhancements made for the reporting period, or planned for the next state fiscal year. Discuss any program changes you plan to implement as a result of any issues, i.e., fiscal, administrative or programmatic.

## **PART II: SERVICE CATEGORIES**

**A) BASIC LIVING SKILLS:** This category includes teaching youth myriad self-sufficiency skills to successfully navigate living independently. In order for youth to become competent, these skills should involve classes and practical experiences in, employment, daily living, survival skills, choices and consequences interpersonal/social skills, education, and computer/Internet training.

- 1) Is a basic living skill assessment completed for each youth? If yes, which assessment tool do you use?
- 2) What basic living skills curriculum do you use?
- 3) Do you develop your own curriculum? Have the ILP Competencies been used in curriculum development?
- 4) How dated is the curriculum? How often is it updated?
- 5) Do you have an incentive policy? If so, please describe how the policy addresses the issue of youth who are transferred to another county or state. If you do not have an incentive policy, please state why.
- 6) Are any or all of these services contracted out? If so, with whom.
- 7) How accessible are ILP class locations to public transportation?
- 8) What needs of the youth are considered in scheduling ILP classes and other program activities?
- 9) How accessible are program facilities, classes and activities for youth with disabilities?

**B) RECRUITMENT:** This activity is essential to maximize recruitment effort to target foster youth for participation in classes and activities that promote emancipation success. This would also include any community partnerships such as mentoring, employment mentoring, etc.

- 1) What methods of recruitment does your program use to encourage youth to participate in the ILP? Of the methods used, which have been proven to be most successful?
- 2) How can your recruitment efforts be improved to reach a larger percentage of eligible youth?
- 3) What other agencies /organizations do you partner or collaborate with to recruit and provide ILP services to youth?
- 4) What in-house (agency/county) transportation resources exist?

5) To meet the special needs of youth, do you collaborate with the county mental and public health departments?

6) What efforts have been made to partner youth with mentor programs?

**C) EDUCATION:** The goal of this category is to ensure that youth are receiving appropriate educational support in meeting educational goals such as performing at grade level. This includes assisting the youth to understand the importance of education for education's sake and realizing the importance of education to their self-sufficiency.

1) How does the ILP ensure that youth are receiving appropriate educational support services to enable them to perform at grade level? Is tutoring made available?

2) What linkages are in place with the school districts in your community, such as Foster Youth Services Programs?

3) What services are provided to youth whose educational goal is to attend community college and/or university?

**D) COLLEGE AND/OR CAREER DEVELOPMENT:** The goal of this category is to ensure youth receive career and/or vocational assessments to best meet their individual needs to discover appropriate career and employment paths.

1) Is a career and/or vocational assessment completed by youth?

2) Does your program have a job developer position or equivalent?

3) How are youth with college bound goals assisted? Youth aiming towards vocational trades, etc?

4) What type of plans are initiated and services provided for those youth who are not appropriate for college or vocational trades?

5) Does your ILP use "One Stop Centers" or other job readiness programs?

6) What career development curriculum/information is incorporated into your ILP program?

**E) FOLLOW-UP SERVICES:** This category involves the continuum of self-sufficiency services to youth who may reside in kinship care or are in receipt of family reunification and/or permanent placement services.

1) Describe the follow-up services your program offers to foster youth.

2) Has a process been initiated to provide services to youth who were in care, but did not have the opportunity to previously participate in ILP?

**F) TRANSITIONAL HOUSING PLACEMENT PROGRAM:** The THPP provides foster youth aged 17 and 18 with supervised semi-independent living in apartment settings. Currently, twelve counties have an CDSS-approved Transitional Housing Placement Program. If your county has an approved plan, please provide a brief description of your model and:

- 1) The current number of licensed providers.
- 2) The number of youth placed in the program this year (1998/99).
- 3) The number of youth who have completed the program this year.
- 4) The number of youth who are teen parents.
- 5) The number of youth expected to participate in the program this coming year.
- 6) Describe efforts which have been made to link participants with mentors.
- 7) Describe program successes, challenges, or unresolved issues.
- 8) Any data you may have regarding participant outcomes for youth who have left THPP:
  - a) The number of youth currently employed.
  - b) The number of youth who have completed high school or obtained a GED.
  - c) The number of youth who are in safe living situations.

**G) POST-EMANCIPATION SERVICES:** This category requires intensive focus on services to meet the needs of emancipated youth up to age 21. Housing for emancipated youth is an important component to this category.

- 1) What services have you developed and implemented for emancipated youth?
- 2) How do these services differ from the services provided to youth aged 16 to 18?
- 3) If available, please complete the following for youth who have emancipated from care between the ages of 18 and 21:
  - a) The number of youth currently employed.
  - b) The number of youth who completed high school or obtained a GED.
  - c) The number of youth who became homeless.
  - d) The number of youth who are teen parents.
- 4) How are emancipated youth in your county assisted with housing?

### **PART III: ILP BUDGET EXPENDITURES**

Please provide the budgeted (if any) and actual costs for each of the two ILP categories, Case Management and Program Services.

**ILP Case Management** is an administrative or service-funded activity by a social worker or ILP coordinator. It includes assessing the youth's needs, developing a case plan or Transitional Independent Living Plan and monitoring all activities necessary to ensure that all services specified in the case plan or TILP are provided. It would also include ILP operating costs such as EDP, staff transportation and staff development training.

**ILP Services** is the provision of ILP services to youth. Eligible ILP services claimed in this category include, but are not limited to: self-sufficiency, educational and vocational training, incentives, transportation, employment services, the acquisition of social security cards, birth certificates, medical history information and other necessary services.

	<b><u>Budgeted</u></b>	<b><u>Actual Costs</u></b>
<b>Case Management</b> <b>(CDSS Program Code # 182)</b>		
Salaries		
Operating Costs		
Subcontractors		
<b>ILP Services</b> <b>(CDSS Program Code # 184)</b>		
Recruitment Activities		
Employment Services		
Tutoring, Self-Sufficiency, Educational Services, Basic Living Skills		
Training (seminars, workshops & conferences)		
Scholarships (academic support)		
Incentives (monetary, gifts, food)		
Transportation (vehicles, bus passes, etc)		
Graduation Ceremony		
Other (Specify)		